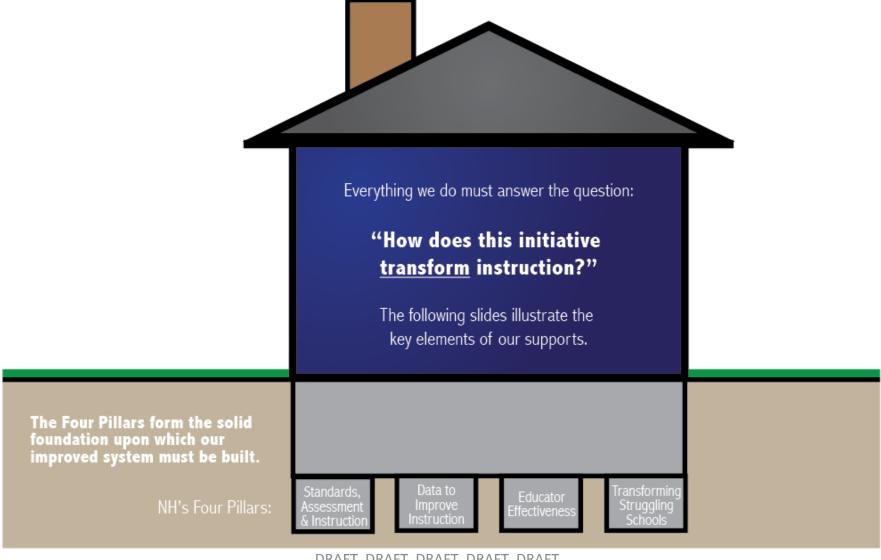


NH Department of Education **ESEA Flexibility Waiver** *Timeline Summary*

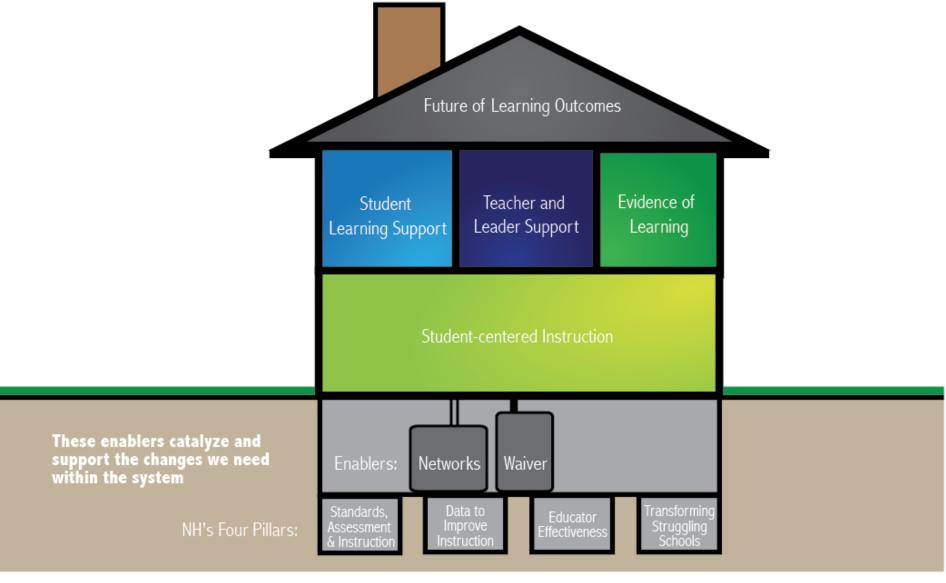
Moving the Work Forward

Communication Collaboration Coherence

Building Our House



Building Our House – Our Priorities



DATA TO IMPROVE INSTRUCTION **ASSESSMENTS AND** INSTRUCTION STANDARDS,

The Waiver

Foundation of the Four Pillars

and the
Building of Our
Collective House

(Our Priorities)

TRANSFORMING
STRUGGLING
SCHOOLS

EDUCATOR EFFECTIVENESS

Standards, Assessments and Instruction

(student-centered instruction; evidence of learning)

2012-13 SSESSMENTS AND

District & School Action Steps

• Participate in NECAP mathematics/ELA/science

• Engage teachers and leaders in intensive training in CCR standards, focusing on instructional shifts in mathematics and **ELA/literacy**

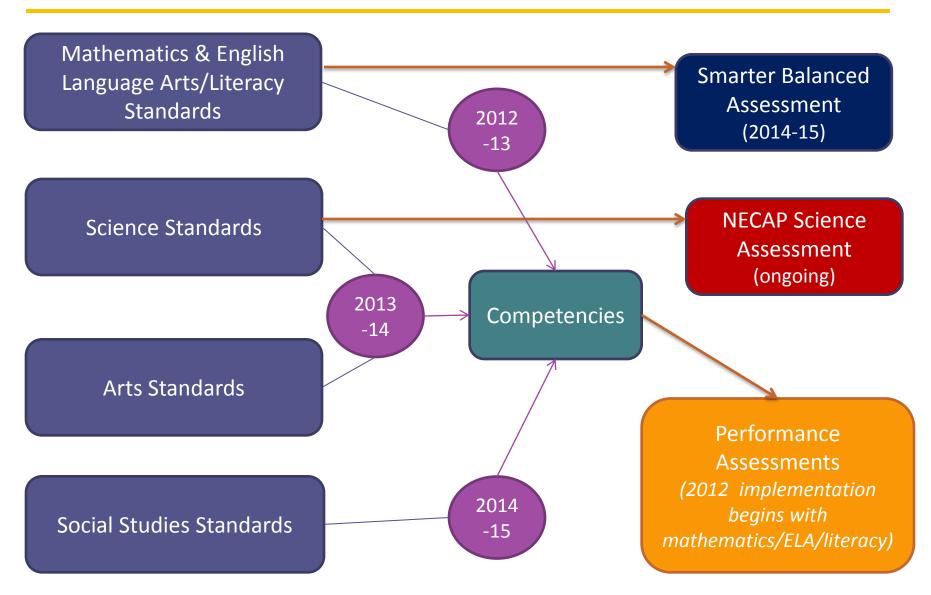
- Prepare for educational technology requirements of SBAC
- Pilot test items in SBAC (select schools)
- Participate in QPA Performance Assessment cohorts (select schools)
- Participate in NECAP mathematics/ELA/science
- Continue CCR standards training
- Participate in SBAC pilot (select schools)
- Continue to participate in QPA Performance Assessment cohorts until teams from elementary, middle school and high school are trained
- Align local competencies to state competencies in mathematics and ELA
- Implement formative assessment practices in schools where teams have been trained, using QPA protocols

2013-14



- Continue CCR standards training
- Participate in SBAC mathematics and ELA assessments in spring 2015
- Participate in NECAP science assessment in spring 2015
- Participate in QPA Performance Assessment cohorts with schools not yet trained
- Align local competencies to state competencies (science/arts)
- Implement formative assessment practices in schools where teams have been trained, using QPA protocols
- Continue CCR standards training
- Participate in SBAC mathematics and ELA Assessments in spring 2016
- Participate in NECAP science assessments in spring 2016
- Continue to participate in QPA Performance Assessment cohorts until teams from elementary, middle school and high school are trained.
- Align local competencies to state competencies (Social Studies)
- Implement formative and summative assessment practices in schools where teams have been trained, using QPA protocols

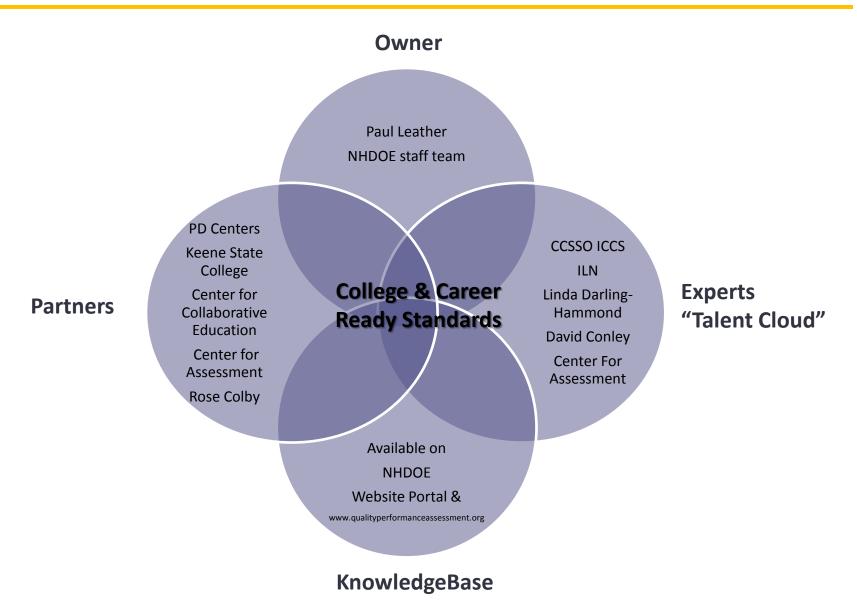
Assessments Transition



Assessments Transition

- NECAP for mathematics/ELA will occur through the fall of 2013.
- SBAC for mathematics /ELA will start in the spring of 2015.
- NECAP science assessments will be ongoing.
- Performance assessments training will begin in 2012 and will be ongoing. Accountability moderation processes may start in the 2016-17 school year.

Defining a Methodology: Performance Assessment TA Network



Data to Improve Instruction

(student-centered instruction; evidence of learning)

Build Internal Systems & Leverage DOE Systems

Local Data Systems



NHDOE Data Systems

NHDOE Data Systems must:

- Provide information and tools to assist local districts
- Provide the infrastructure to the local district to assist in implementing reform
- Capture the minimal required data to demonstrate achievement



2012-13

 Provide data to measure the success of Waiver Principles 1-3 building upon existing data submissions (this step will build each year)

- Leverage data to inform instruction and practice
- Implement systems to track teacher and leader evaluations
- Design data systems to capture innovation and identify student outcomes
- Monitor data and make adjustments to improvement plans, if necessary
- Use the NH Networks Data Use Network; social network site

2013-14



2014-15

- Develop data system to enable next generation learning
- Implement data systems to measure student growth and progress for the purpose of educator evaluations

2015-16

Refine data systems

Transforming Struggling Schools

(student learning support; teacher and leader support)



(with Priority and Focus Schools)

2012-13

• Use data to inform the self-assessment process using the Indistar *Steps to Success* tool (begin with 2 targeted intervention indicators) to identify improvement activities (focus on the turnaround principles) for the 2013-14 school year

- Participate in the Statewide Educators Conference at KSC on July 24 and 25, 2013
- Complete the Indistar Steps to Success self-assessment (remaining targeted intervention indicators)
- Develop improvement plans based on the *Steps to Success* selfassessment and turnaround principles in conjunction with the NHDOE lead coach
- Final improvement plans will be negotiated with the Commissioner prior to the opening of 2013-14 school year
- Participate in Priority and Focus School networks as determined by self-assessment and evidence
- Implement improvement plans during the school year, with regular updates to the NHDOE via the DOE lead coach and through the turnaround network

2013-14



District & School Action Steps (with Priority and Focus Schools)

2014-15 and beyond

- Implement and monitor the school improvement plan
- Participate in Priority and Focus School networks
- Develop and implement teacher and leader evaluations
- Provide regular reports on progress to DOE lead coach and through turnaround network

NHDOE will annually review progress against state indicators. As warranted, schools will be removed from Priority or Focus designation.

(NO Priority and Focus Schools)

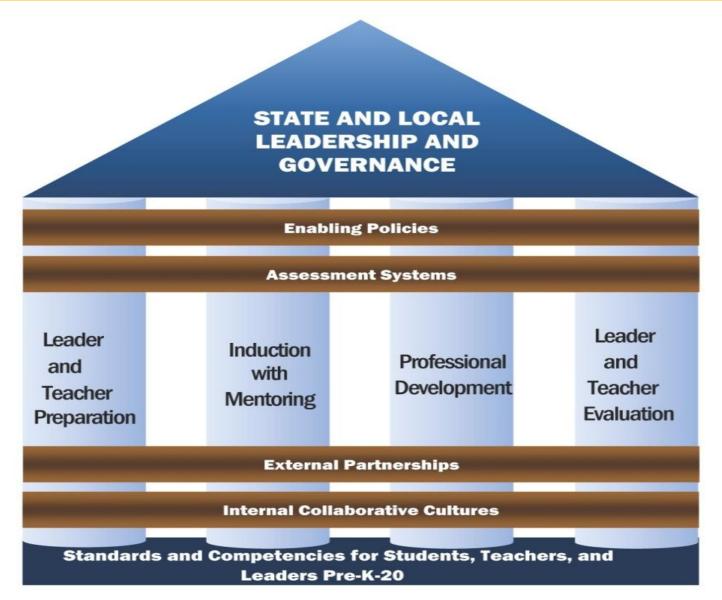
2012 and beyond

- School improvement plans are no longer required; however, it is certainly best practice for schools to always have a plan for improving instruction and student achievement.
- Title I-A set asides for SES (Supplemental Education Services), choice and DINI professional development plans are no longer required.
- Continue to use data to inform instruction is strongly encouraged.
- Participate in Networks, as determined by local planning.

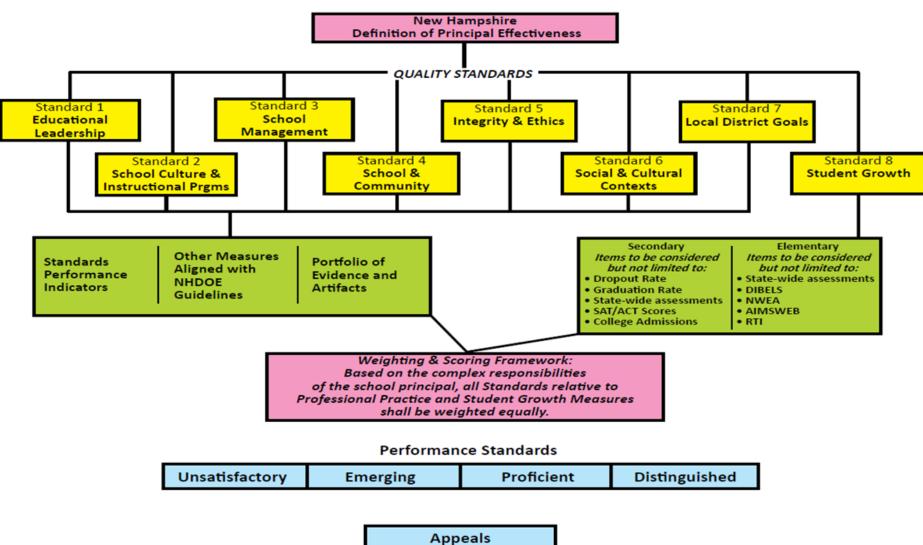
Educator Effectiveness

(teacher and leader support)

Educator Effectiveness

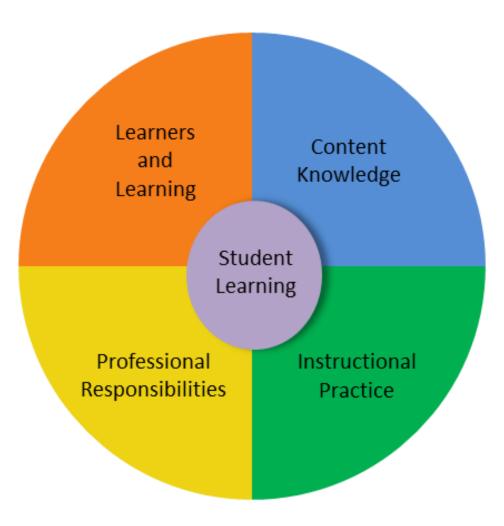


Principal Effectiveness Framework



Appeals Process

Teacher Effectiveness Framework





2012-13

- Participate in Educator Effectiveness Networks, as desired (required for Priority and Focus Schools)
- Develop/Pilot teacher and leader evaluations aligned to state models
- Train evaluators in educator evaluation techniques at SIG schools
- Consider pilot options for educator evaluations in 2013-14
- Participate in Educator Effectiveness Networks, as desired (required for Priority and Focus Schools)
- Align any new local evaluation policies/contracts where necessary to accommodate teacher and leader evaluation systems (as required/allowed by local districts)
- Volunteer to pilot teacher and/or leader evaluations
- Train evaluators in educator evaluation techniques

2013-14



2014-15

- Participate in the Educator Effectiveness Networks, as desired (required for Priority/Focus Schools)
- Align any new local evaluation policies/contracts where necessary to accommodate teacher and leader evaluation systems (as required /allowed by local districts)
- Pilot/Implement teacher and leader evaluations
- Train evaluators in educator evaluation techniques

2015-16

- Participate in Educator Effectiveness
 Networks
- Fully implement teacher and leader evaluations (aligned to local human capital decisions by 2016-17)

Defining a Methodology: Teacher Effectiveness TA Network

